

Occupational Therapy Alumni Survey

Fall 2006

Survey Response Rate

60	Number of users invited to complete the satisfaction survey
19	Number of users responding
32%	Response Rate

Demographics

Graduation Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2001	4	21.1	22.2	22.2
	2002	3	15.8	16.7	38.9
	2003	2	10.5	11.1	50.0
	2004	3	15.8	16.7	66.7
	2005	5	26.3	27.8	94.4
	2006	1	5.3	5.6	100.0
	Total	18	94.7	100.0	
Missing		1	5.3		
Total		19	100.0		

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hispanic	1	5.3	5.3	5.3
	White	18	94.7	94.7	100.0
	Total	19	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	15	78.9	78.9	78.9
	Male	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23 to 30	9	47.4	47.4	47.4
	31 to 40	5	26.3	26.3	73.7
	41 to 50	4	21.1	21.1	94.7
	51 or over	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Current Location

	Frequency	Percent	Valid Percent	Cumulative Percent
Boston MA	1	5.3	5.3	5.3
Cape Coral FL	1	5.3	5.3	10.5
Chicago IL	1	5.3	5.3	15.8
Clewiston FL	1	5.3	5.3	21.1
Estero FL	1	5.3	5.3	26.3
Fort Myers FL	3	15.8	15.8	42.1
Greenville SC	1	5.3	5.3	47.4
Lady Lake FL	1	5.3	5.3	52.6
Lee County FL	1	5.3	5.3	57.9
London UK	1	5.3	5.3	63.2
Sunnyvale CA	1	5.3	5.3	68.4
Naples FL	2	10.5	10.5	78.9
Oneida NY	1	5.3	5.3	84.2
Pembroke Pines FL	1	5.3	5.3	89.5
Ruskin FL	1	5.3	5.3	94.7
Not Reported	1	5.3	5.3	100.0
Total	19	100.0	100.0	

Employment Status

Are you working as an occupational therapist or in management of occupational therapy services?

		Frequency	Percent
Valid	No	3	15.8
	Yes	16	84.2
	Total	19	100.0

This employment is:		Frequency	Percent
Valid	Full-time for one employer	14	73.7
	Full-time equivalent through a combination of jobs	1	5.3
	Part Time	1	5.3
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

Employment Status * Graduation Year

Count		Graduation Year					Total
		2001	2002	2003	2004	2005	
Employment Status	Full-time for one employer	3	3	1	3	4	14
	Full-time equivalent through a combination of jobs	0	0	0	0	1	1
	Part Time	0	0	1	0	0	1
Total		3	3	2	3	5	16

Type of organization		Frequency	Percent
Valid	Skilled Nursing Facility	6	31.6
	Pediatric Outpatient Service; School System	1	5.3
	School System	2	10.5
	Home Health Agency	1	5.3
	Rehabilitation Hospital or Unit	1	5.3
	Pediatric Outpatient Service	1	5.3
	School System; Skilled Nursing Facility	1	5.3
	Acute Care Hospital; Adult Outpatient Therapy; Pediatric Outpatient Service; Rehabilitation Hospital or Unit	1	5.3
	Acute Care Hospital; Rehabilitation Hospital or Unit	1	5.3
	Early Intervention Program; Home Health Agency; Pediatric Outpatient Service	1	5.3
	Total	16	84.2
Missing	3	15.8	
Total	19	100.0	

Type of organization * Graduation Year

Count		Graduation Year					Total
		2001	2002	2003	2004	2005	
Type of organization	Skilled Nursing Facility	2	1	1	1	1	6
	Pediatric Outpatient Service; School System	1	0	0	0	0	1
	School System	0	0	0	1	1	2
	Home Health Agency	0	0	0	1	0	1
	Rehabilitation Hospital or Unit	0	1	0	0	0	1
	Pediatric Outpatient Service	0	0	0	0	1	1
	School System; Skilled Nursing Facility	0	0	0	0	1	1
	Acute Care Hospital; Adult Outpatient Therapy; Rehabilitation Hospital or Unit	0	1	0	0	0	1
	Acute Care Hospital; Rehabilitation Hospital or Unit	0	0	0	0	1	1
	Early Intervention Program; Home Health Agency; Pediatric Outpatient Service	0	0	1	0	0	1
Total		3	3	2	3	5	16

Statistics

Approximate Caseload per OT per day

N	Valid	10
	Missing	9
Mode		10
Range		14
Minimum		6
Maximum		20

Approximate Caseload per OT per day		Frequency	Percent
Valid	6	2	10.5
	7	2	10.5
	9	1	5.3
	10	3	15.8
	20	2	10.5
	Total	10	52.6
Missing	System	9	47.4
Total		19	100.0

Statistics

Approximate Caseload per OT per week

N	Valid	7
	Missing	12
Mode		40
Range		39
Minimum		6
Maximum		45

Approximate Caseload per OT per week		Frequency	Percent
Valid	6	1	5.3
	35	1	5.3
	36	1	5.3
	40	3	15.8
	45	1	5.3
	Total	7	36.8
Missing	System	12	63.2
Total		19	100.0

Statistics

Approximate Caseload per OT per month

N	Valid	4
	Missing	15
Range		170
Minimum		10
Maximum		180

Approximate Caseload per OT per month		Frequency	Percent
Valid	10	1	5.3
	40	1	5.3
	160	1	5.3
	180	1	5.3
	Total	4	21.1
Missing	System	15	78.9
Total		19	100.0

Acquiring Their First Job in the Field of OT

How long did it take for you to obtain employment in occupational therapy after you completed your Level II Fieldwork?		Frequency	Percent
Valid	I had a job at the time of completion	8	42.1
	2 to 4 weeks	2	10.5
	within 2 weeks	2	10.5
	more than 8 weeks	2	10.5
	4 to 6 weeks	1	5.3
	I did not look for a job right away	1	5.3
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

Did you receive a job offer from one of your fieldwork sites?		Frequency	Percent
Valid	Yes	10	52.6
	No	6	31.6
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

Did you decline any job offers before accepting your first job?		Frequency	Percent
Valid	Yes	11	57.9
	No	5	26.3
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

Did you receive a job offer from one of your fieldwork sites? * Did you decline any job offers before accepting your first job?

Count

		Did you decline any job offers before accepting your first job?		
		No	Yes	Total
Did you receive a job offer from one of your fieldwork sites?	No	2	4	6
	Yes	3	7	10
Total		5	11	16

Was your first job within your preferred practice area?		Frequency	Percent
Valid	Yes	9	47.4
	No	5	26.3
	I had no real preference	2	10.5
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

Certification

Did you attend an exam review workshop prior to taking your initial certification exam?		Frequency	Percent
Valid	Yes	5	26.3
	No	11	57.9
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

If yes, what company, agency, or institution presented the workshop?

International Educational Resources
 FORGOT
 IES. I don't feel like I took it at the right time

Would you recommend it to others?		Frequency	Percent
Valid	Yes	6	31.6
Missing		13	68.4
Total		19	100.0

Self perception

I believe I am:	Valid										Total
	Completely agree		Agree		Neither Agree Nor Disagree		Disagree		Completely disagree		
	N	%	N	%	N	%	N	%	N	%	
well educated with a breadth of knowledge in liberal arts and sciences	6	32	11	58	2	10.5					19
able to use clinical reasoning to evaluate clients and determine the correct treatment.	5	26.3	12	63.2	2	10.5					19
knowledgeable of occupational therapy theory and of evidence supporting best practice.	5	26.3	13	68.4	1	5.3					19
respectful of cultural differences when working both as a member of an interdisciplinary team and as a therapist.	14	73.7	5	26.3							19
practicing ethical reasoning and professional integrity when making decisions regarding occupational therapy practice.	16	84.2	3	15.8							19
skilled in communication within interdisciplinary teams and in client-therapist interactions.	10	52.6	9	47.4							19
creative in solving problems with clients.	6	31.6	13	68.4							19
competent in the use of technology to produce individual or collaborative projects.	4	21.1	12	63.2	2	10.5	1	5.3			19
active in community and professional activities and associations.	5	26	3	16	5	26	5	26			18
effective when relating professional information to clients, family, and other professionals.	8	42	11	58							19
seeking out and engaging in continuing education opportunities to improve skills.	7	37	11	58	1	5					19

Self perception (continued)

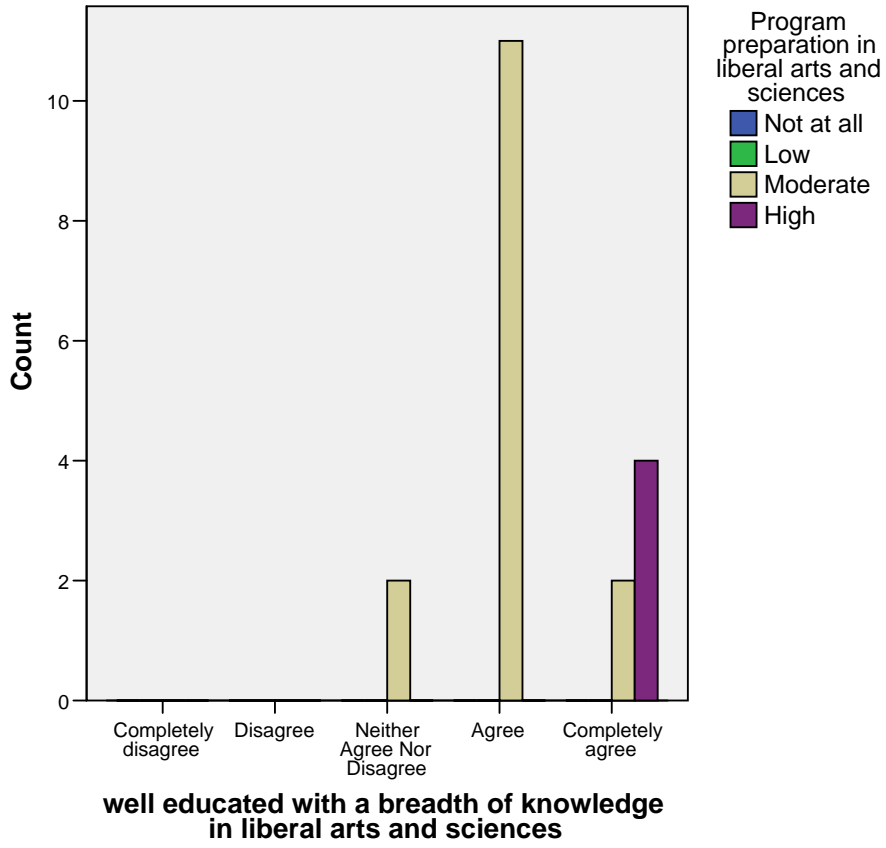
I believe I am:	Valid										
	Completely agree		Agree		Neither Agree Nor Disagree		Disagree		Completely disagree		Total
effective when advocating for individual clients, families, and client groups.	7	37	11	58	1	5					19
flexible to changes in practice demands.	9	47	10	53							19
cooperative with supervisors and supervisees.	14	74	5	26							19
articulate about the role of occupational therapy in various practice settings.	12	63	6	32	1	5					19

**Alumni Perception on Their Preparation in
Various Content and Cross-Content Areas**

Rate the degree to which you feel that you were prepared by the OT program, to meet the performance standards for a beginning OT.	Valid								
	High		Moderate		Low		Not at all		Total
	N	%	N	%	N	%	N	%	
liberal arts and sciences	4	21.1	15	78.9					19
use of clinical reasoning	4	21.1	12	63.2	3	15.8			19
occupational therapy theory and best practices	9	47.4	9	47.4					18
diversity	13	68.4	6	31.6					19
ethics	14	73.7	5	26.3					19
communication	10	52.6	9	47.4					19
solving problems	4	21.1	11	57.9	3	15.8	1	5.3	19
technology	3	15.8	14	73.7	1	5.3			18
awareness of community and professional activities and associations	8	42.1	9	47.4	1	5.3			18
relating professional information to clients, family, and other professionals	7	36.8	11	57.9			1	5.3	19
seeking out and engaging in continuing education opportunities	7	36.8	11	57.9			1	5.3	19
advocacy	6	31.6	12	63.2			1	5.3	19
flexibility to changes in practice demands	8	42.1	9	47.4			1	5.3	18
teamwork	11	57.9	7	36.8			1	5.3	19
articulate with the role of occupational therapy in practice settings	9	47.4	9	47.4			1	5.3	19

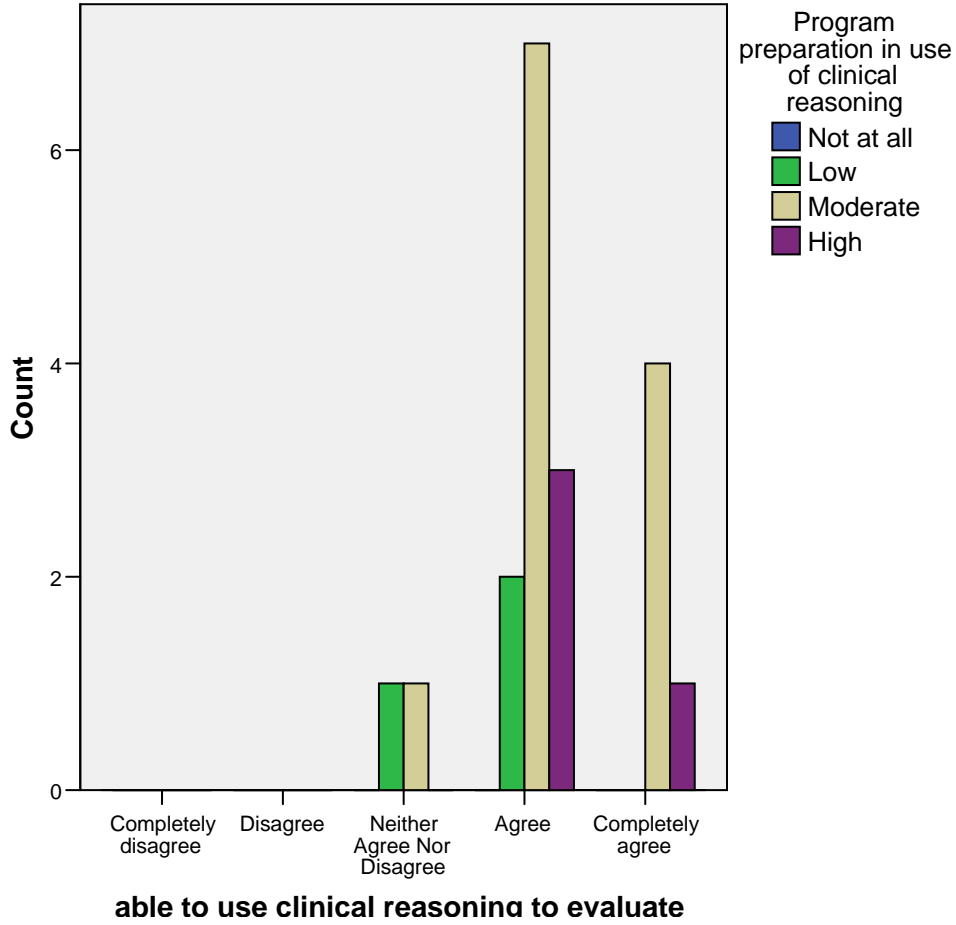
Program preparation in liberal arts and sciences * well educated with a breadth of knowledge in liberal arts and sciences

			well educated with a breadth of knowledge in liberal arts and sciences			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation in liberal arts and sciences	Moderate	Count	2	11	2	15
		% within well educated with a breadth of knowledge in liberal arts and sciences	100.0%	100.0%	33.3%	78.9%
	High	Count	0	0	4	4
		% within well educated with a breadth of knowledge in liberal arts and sciences	.0%	.0%	66.7%	21.1%
Total		Count	2	11	6	19
		% within well educated with a breadth of knowledge in liberal arts and sciences	100.0%	100.0%	100.0%	100.0%



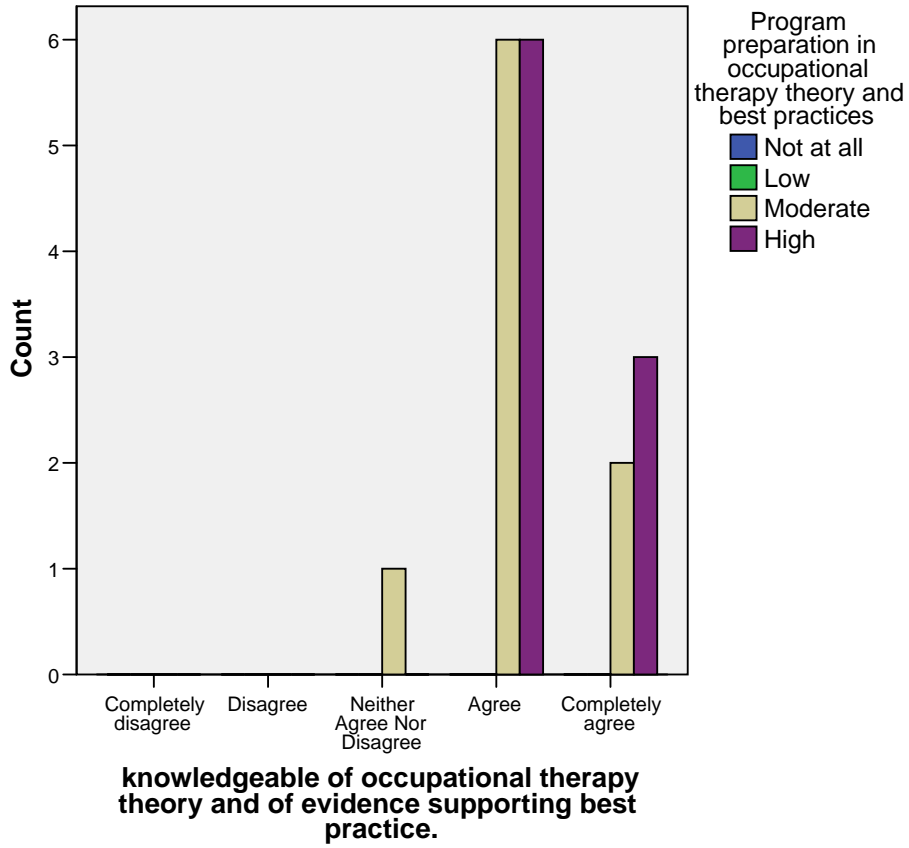
Program preparation in use of clinical reasoning * able to use clinical reasoning to evaluate clients and determine the correct treatment.

			able to use clinical reasoning to evaluate clients and determine the correct treatment.			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation in use of clinical reasoning	Low	Count	1	2	0	3
		% within Program preparation in use of clinical reasoning	33.3%	66.7%	.0%	100.0%
	Moderate	Count	1	7	4	12
		% within Program preparation in use of clinical reasoning	8.3%	58.3%	33.3%	100.0%
	High	Count	0	3	1	4
		% within Program preparation in use of clinical reasoning	.0%	75.0%	25.0%	100.0%
Total		Count	2	12	5	19
		% within Program preparation in use of clinical reasoning	10.5%	63.2%	26.3%	100.0%



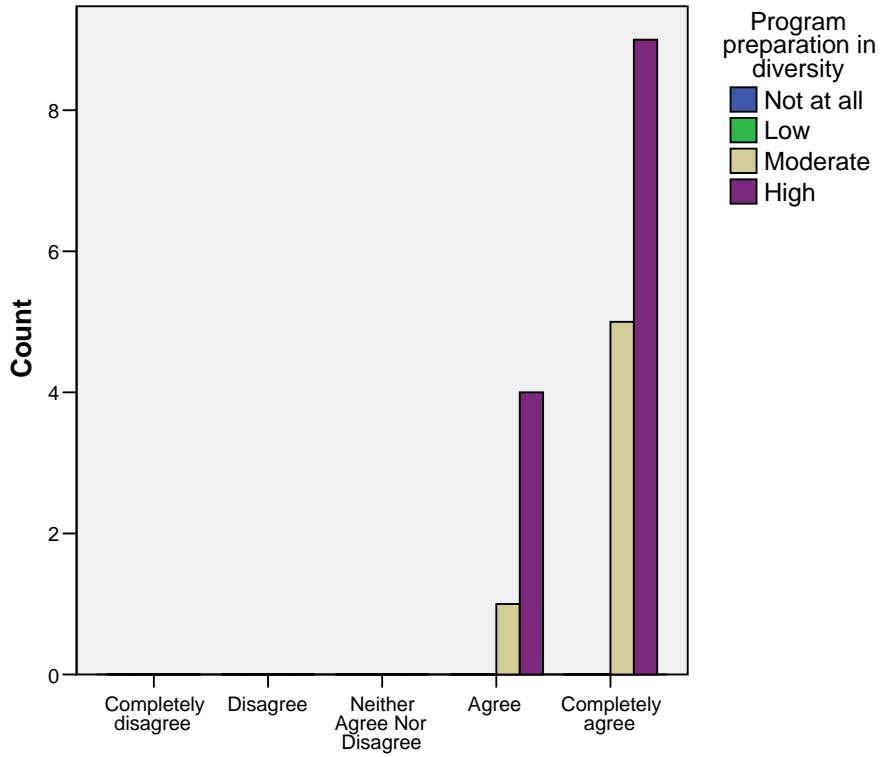
Program preparation in occupational therapy theory and best practices * knowledgeable of occupational therapy theory and of evidence supporting best practice.

			knowledgeable of occupational therapy theory and of evidence supporting best practice.			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation in occupational therapy theory and best practices	Moderate	Count	1	6	2	9
		% within Program preparation in occupational therapy theory and best practices	11.1%	66.7%	22.2%	100.0%
	High	Count	0	6	3	9
		% within Program preparation in occupational therapy theory and best practices	.0%	66.7%	33.3%	100.0%
Total		Count	1	12	5	18
		% within Program preparation in occupational therapy theory and best practices	5.6%	66.7%	27.8%	100.0%



Program preparation in diversity * respectful of cultural differences when working both as a member of an interdisciplinary team and as a therapist.

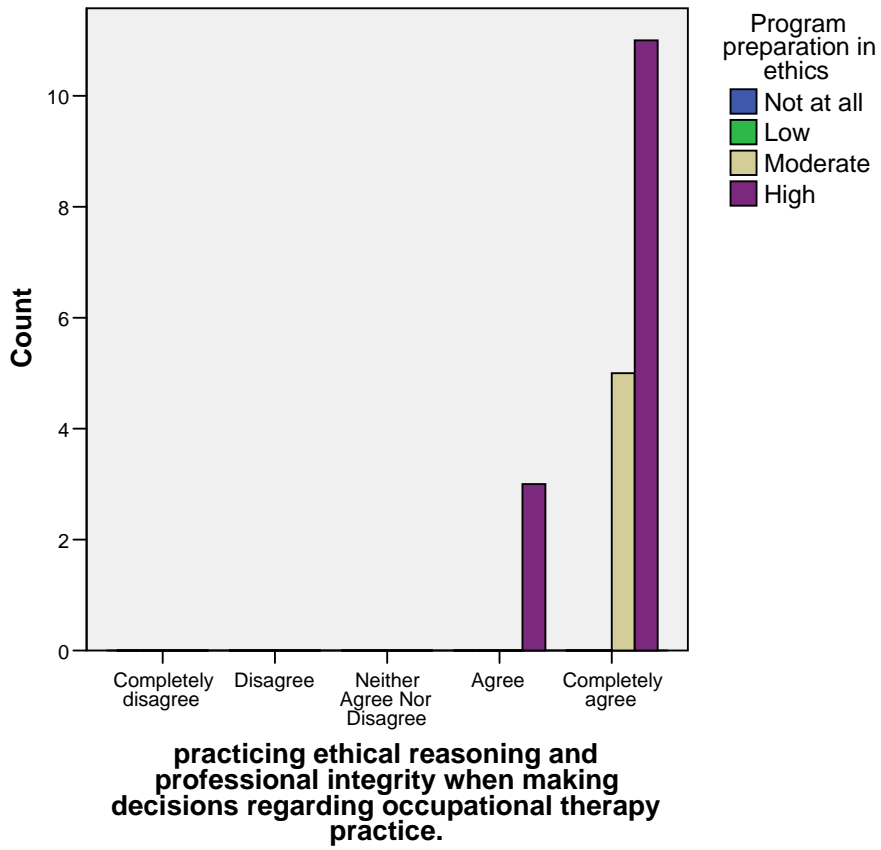
			respectful of cultural differences when working both as a member of an interdisciplinary team and as a therapist.		
			Agree	Completely agree	Total
Program preparation in diversity	Moderate	Count	1	5	6
		% within Program preparation in diversity	16.7%	83.3%	100.0%
	High	Count	4	9	13
		% within Program preparation in diversity	30.8%	69.2%	100.0%
Total	Count		5	14	19
	% within Program preparation in diversity		26.3%	73.7%	100.0%



respectful of cultural differences when working both as a member of an interdisciplinary team and as a therapist.

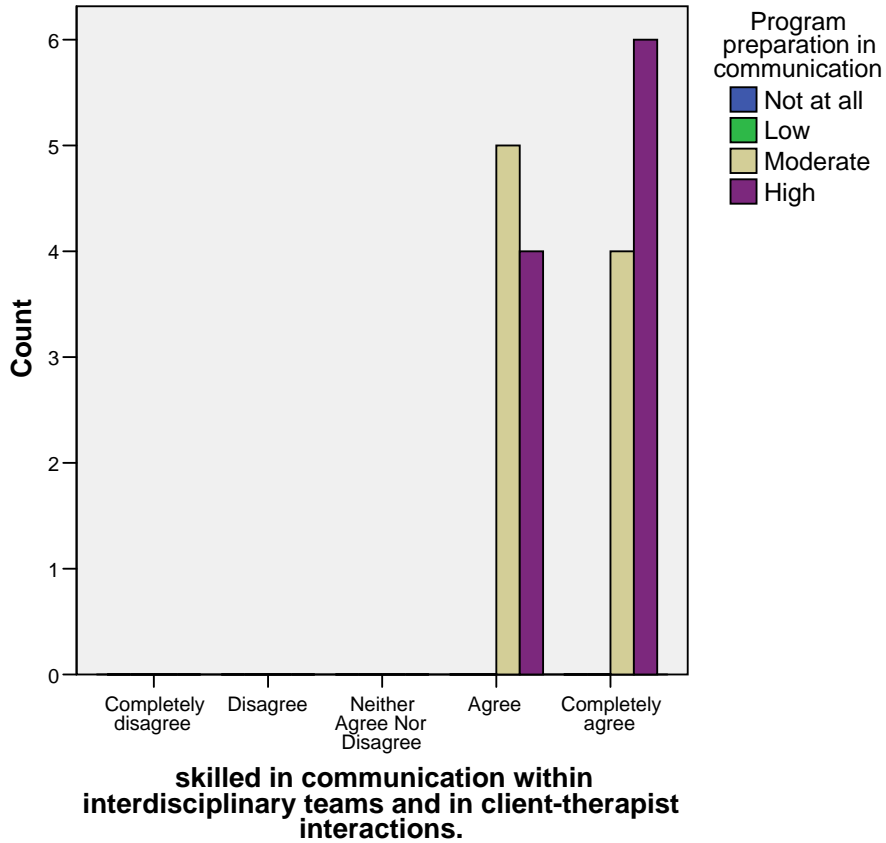
Program preparation in ethics * practicing ethical reasoning and professional integrity when making decisions regarding occupational therapy practice.

			practicing ethical reasoning and professional integrity when making decisions regarding occupational therapy practice.		
			Agree	Completely agree	Total
Program preparation in ethics	Moderate	Count	0	5	5
		% within Program preparation in ethics	.0%	100.0%	100.0%
	High	Count	3	11	14
		% within Program preparation in ethics	21.4%	78.6%	100.0%
Total	Count		3	16	19
	% within Program preparation in ethics		15.8%	84.2%	100.0%



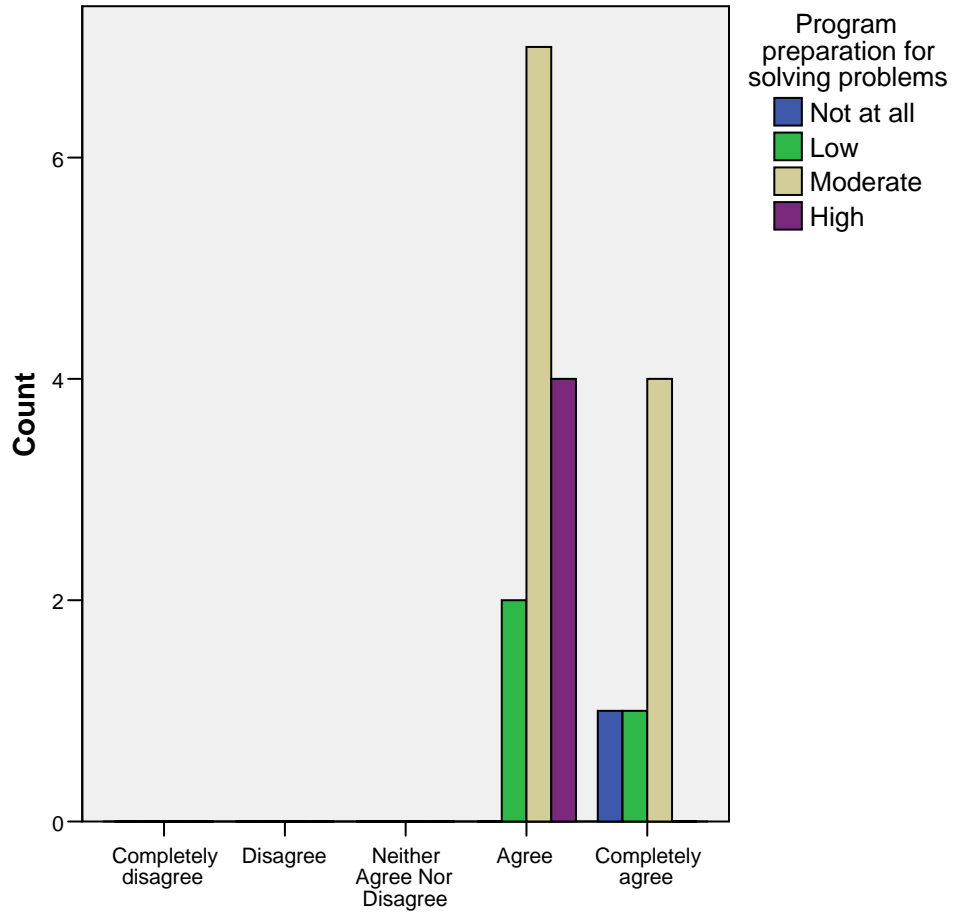
Program preparation in communication * skilled in communication within interdisciplinary teams and in client-therapist interactions.

			skilled in communication within interdisciplinary teams and in client-therapist interactions.		
			Agree	Completely agree	Total
Program preparation in communication	Moderate	Count	5	4	9
		% within Program preparation in communication	55.6%	44.4%	100.0%
	High	Count	4	6	10
		% within Program preparation in communication	40.0%	60.0%	100.0%
Total		Count	9	10	19
		% within Program preparation in communication	47.4%	52.6%	100.0%



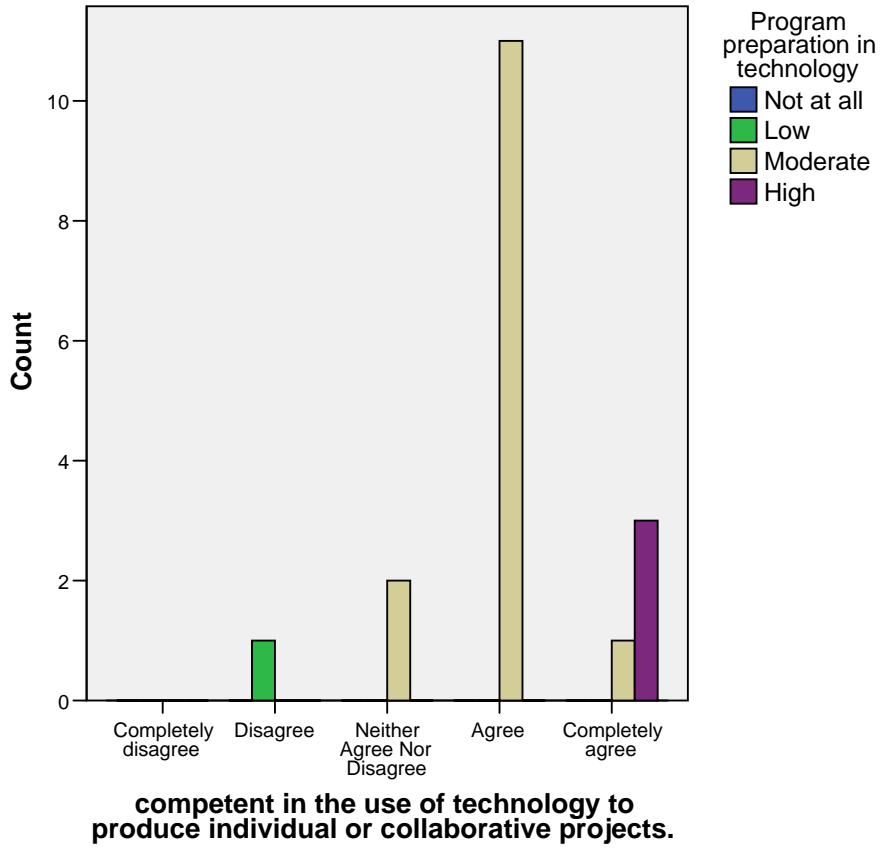
Program preparation for solving problems * creative in solving problems with clients.

			creative in solving problems with clients.		
			Agree	Completely agree	Total
Program preparation for solving problems	Not at all	Count	0	1	1
		% within Program preparation for solving problems	.0%	100.0%	100.0%
Low		Count	2	1	3
		% within Program preparation for solving problems	66.7%	33.3%	100.0%
Moderate		Count	7	4	11
		% within Program preparation for solving problems	63.6%	36.4%	100.0%
High		Count	4	0	4
		% within Program preparation for solving problems	100.0%	.0%	100.0%
Total		Count	13	6	19
		% within Program preparation for solving problems	68.4%	31.6%	100.0%



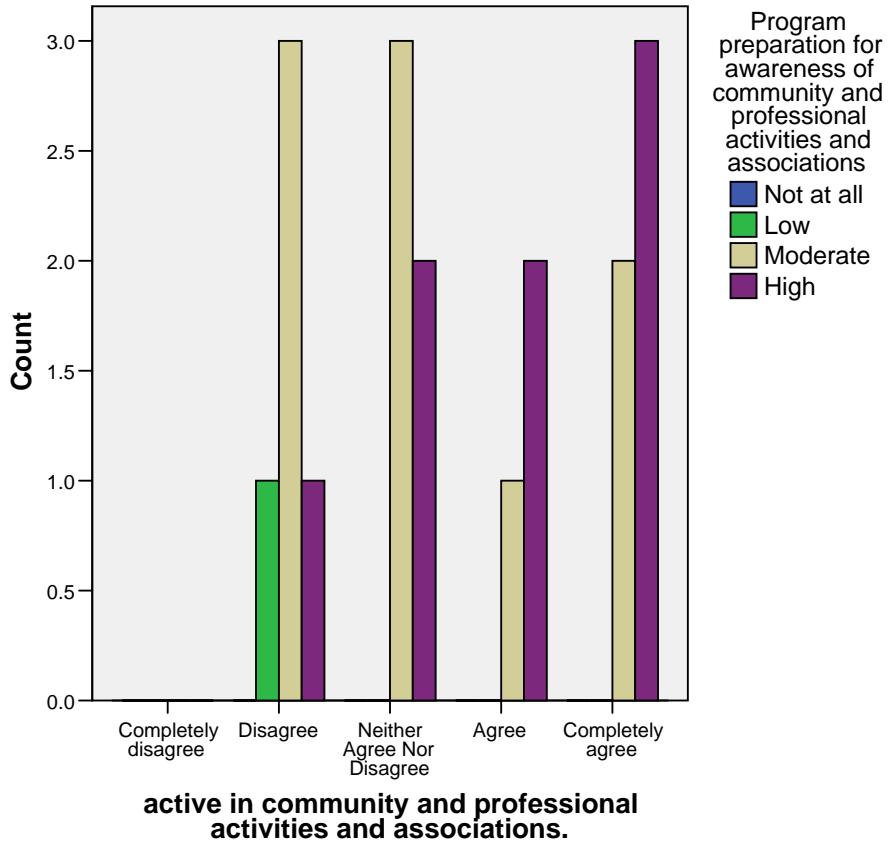
Program preparation in technology * competent in the use of technology to produce individual or collaborative projects.

			competent in the use of technology to produce individual or collaborative projects.				Total
			Disagree	Neither Agree Nor Disagree	Agree	Completely agree	
Program preparation in technology	Low	Count	1	0	0	0	1
		% within Program preparation in technology	100.0%	.0%	.0%	.0%	100.0%
	Moderate	Count	0	2	11	1	14
		% within Program preparation in technology	.0%	14.3%	78.6%	7.1%	100.0%
	High	Count	0	0	0	3	3
		% within Program preparation in technology	.0%	.0%	.0%	100.0%	100.0%
Total	Count		1	2	11	4	18
	% within Program preparation in technology		5.6%	11.1%	61.1%	22.2%	100.0%



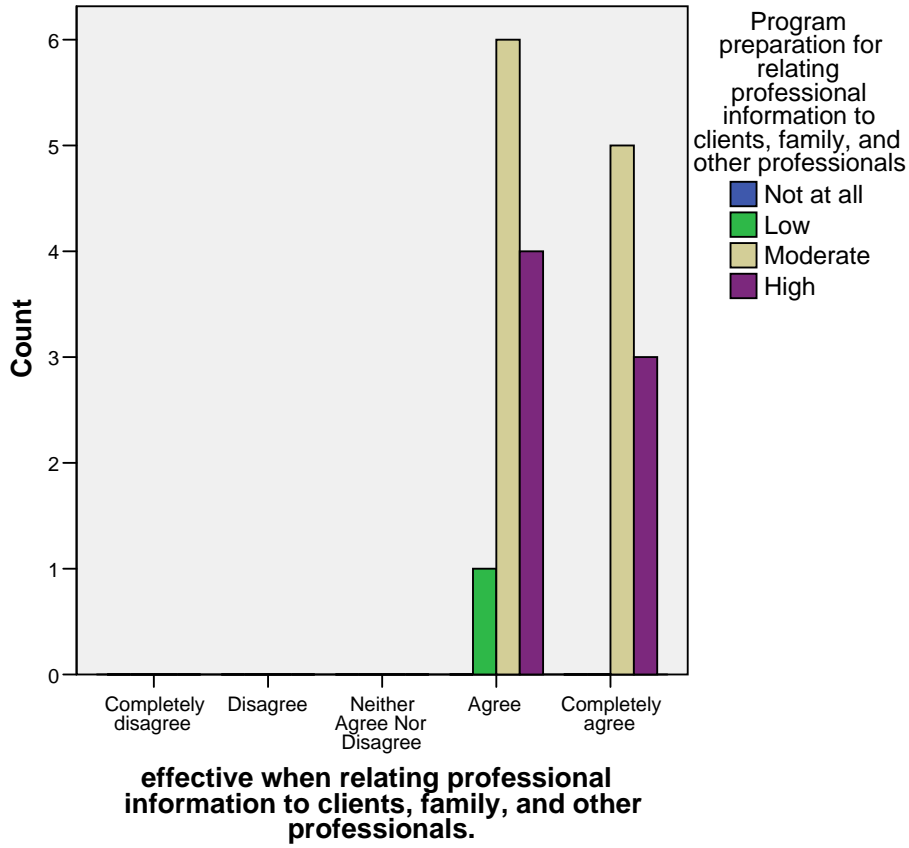
Program preparation for awareness of community and professional activities and associations * active in community and professional activities and associations.

			active in community and professional activities and associations.				Total
			Disagree	Neither Agree Nor Disagree	Agree	Completely agree	
Program preparation for awareness of community and professional activities and associations	Low	Count	1	0	0	0	1
		% within Program preparation for awareness of community and professional activities and associations	100.0%	.0%	.0%	.0%	100.0%
	Moderate	Count	3	3	1	2	9
		% within Program preparation for awareness of community and professional activities and associations	33.3%	33.3%	11.1%	22.2%	100.0%
	High	Count	1	2	2	3	8
		% within Program preparation for awareness of community and professional activities and associations	12.5%	25.0%	25.0%	37.5%	100.0%
Total		Count	5	5	3	5	18
		% within Program preparation for awareness of community and professional activities and associations	27.8%	27.8%	16.7%	27.8%	100.0%



**Program preparation for relating professional information to clients, family, and other professionals *
effective when relating professional information to clients, family, and other professionals.**

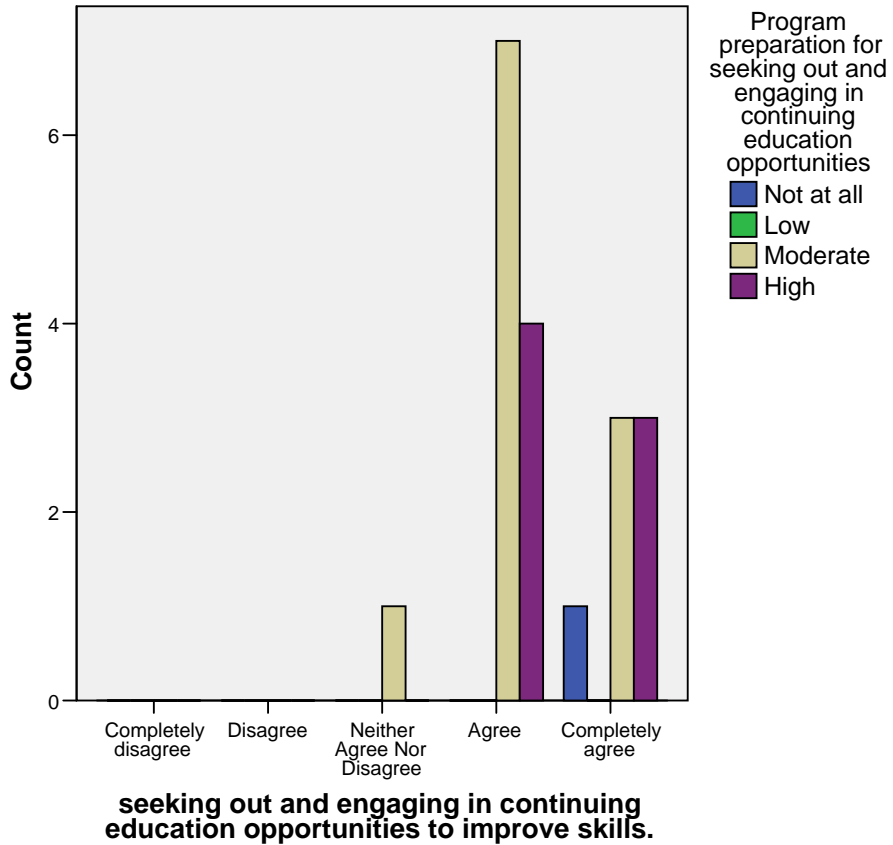
			effective when relating professional information to clients, family, and other professionals.		
			Agree	Completely agree	Total
Program preparation for relating professional information to clients, family, and other professionals	Low	Count	1	0	1
		% within Program preparation for relating professional information to clients, family, and other professionals	100.0%	.0%	100.0%
	Moderate	Count	6	5	11
		% within Program preparation for relating professional information to clients, family, and other professionals	54.5%	45.5%	100.0%
	High	Count	4	3	7
		% within Program preparation for relating professional information to clients, family, and other professionals	57.1%	42.9%	100.0%
Total	Count	11	8	19	
	% within Program preparation for relating professional information to clients, family, and other professionals	57.9%	42.1%	100.0%	



Program preparation for seeking out and engaging in continuing education opportunities * seeking out and engaging in continuing education opportunities to improve skills.

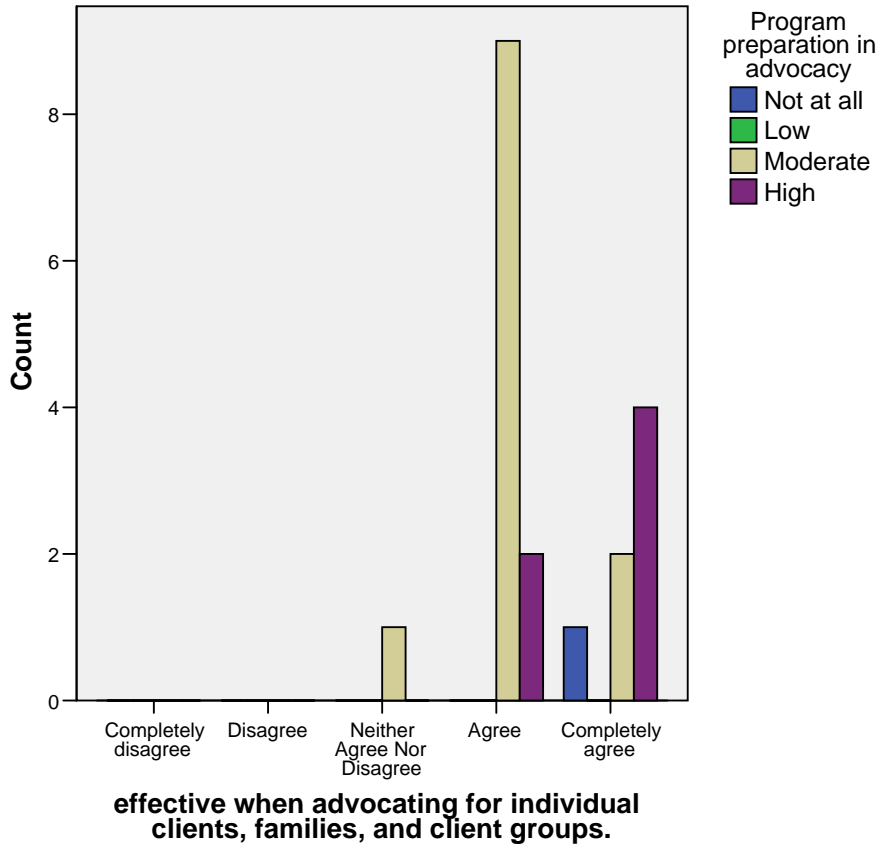
			seeking out and engaging in continuing education opportunities to improve skills.			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation for seeking out and engaging in continuing education opportunities	Not at all	Count	0	0	1	1
		% within Program preparation for seeking out and engaging in continuing education opportunities	.0%	.0%	100.0%	100.0%
	Moderate	Count	1	7	3	11
		% within Program preparation for seeking out and engaging in continuing education opportunities	9.1%	63.6%	27.3%	100.0%
	High	Count	0	4	3	7
		% within Program preparation for seeking out and engaging in continuing education opportunities	.0%	57.1%	42.9%	100.0%
Total	Count	1	11	7	19	
	% within Program preparation for seeking out and engaging in continuing education opportunities	5.3%	57.9%	36.8%	100.0%	

Professional association membership		Frequency	Percent
Valid	AOTA	6	31.6
	FOTA ; AOTA	2	10.5
	AOTA ; Other: NAMI	1	5.3
	AOTA ;WFOT ; Other: OTAC	1	5.3
	None	6	31.6
	Total	16	84.2
Missing		3	15.8
Total		19	100.0



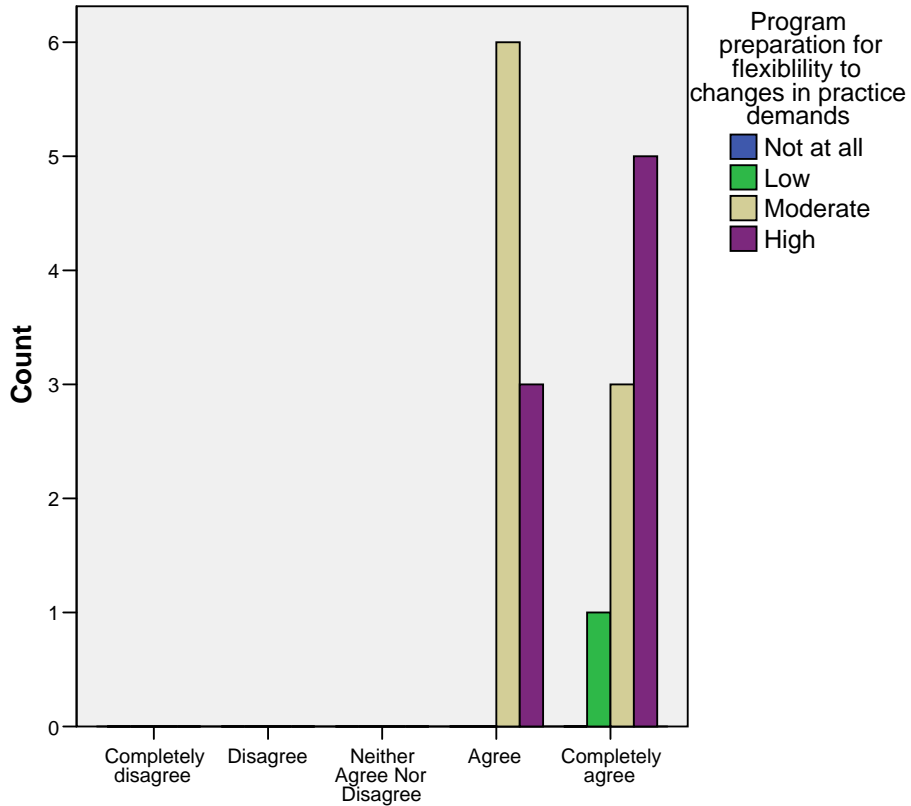
Program preparation in advocacy * effective when advocating for individual clients, families, and client groups.

			effective when advocating for individual clients, families, and client groups.			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation in advocacy	Not at all	Count	0	0	1	1
		% within Program preparation in advocacy	.0%	.0%	100.0%	100.0%
	Moderate	Count	1	9	2	12
		% within Program preparation in advocacy	8.3%	75.0%	16.7%	100.0%
	High	Count	0	2	4	6
		% within Program preparation in advocacy	.0%	33.3%	66.7%	100.0%
Total	Count		1	11	7	19
	% within Program preparation in advocacy		5.3%	57.9%	36.8%	100.0%



Program preparation for flexibility to changes in practice demands * flexible to changes in practice demands.

			flexible to changes in practice demands.		
			Agree	Completely agree	Total
Program preparation for flexibility to changes in practice demands	Low	Count	0	1	1
		% within Program preparation for flexibility to changes in practice demands	.0%	100.0%	100.0%
	Moderate	Count	6	3	9
		% within Program preparation for flexibility to changes in practice demands	66.7%	33.3%	100.0%
	High	Count	3	5	8
		% within Program preparation for flexibility to changes in practice demands	37.5%	62.5%	100.0%
Total	Count	9	9	18	
	% within Program preparation for flexibility to changes in practice demands	50.0%	50.0%	100.0%	



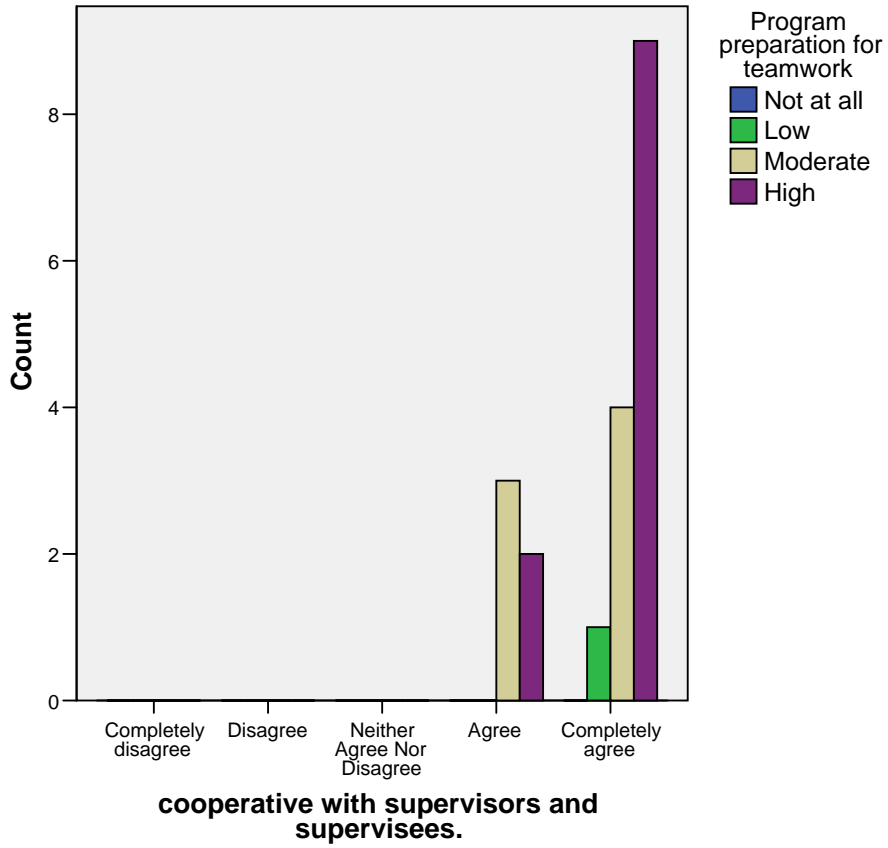
flexible to changes in practice demands.

Program preparation for teamwork * cooperative with supervisors and supervisees.

			cooperative with supervisors and supervisees.		
			Agree	Completely agree	Total
Program preparation for teamwork	Low	Count	0	1	1
		% within Program preparation for teamwork	.0%	100.0%	100.0%
	Moderate	Count	3	4	7
		% within Program preparation for teamwork	42.9%	57.1%	100.0%
	High	Count	2	9	11
		% within Program preparation for teamwork	18.2%	81.8%	100.0%
Total	Count	5	14	19	
	% within Program preparation for teamwork	26.3%	73.7%	100.0%	

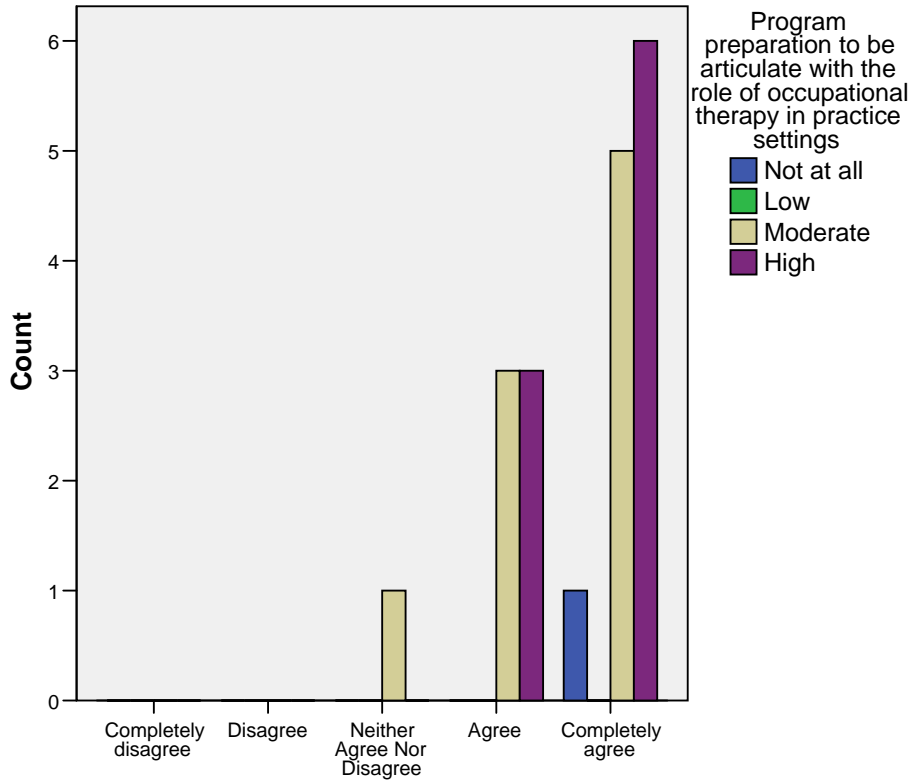
Do you work with OTAs?		Frequency	Percent
Valid	Yes	9	47.4
	No	7	36.8
	Total	16	84.2
Missing		3	15.8
Total		19	100.0

If yes, do you feel you were sufficiently prepared to collaborate with and supervise OTAs in the delivery of OT services?		Frequency	Percent
Valid	Yes	8	42.1
	No	2	10.5
	Total	10	52.6
Missing		9	47.4
Total		19	100.0



Program preparation to be articulate with the role of occupational therapy in practice settings * articulate about the role of occupational therapy in various practice settings.

			articulate about the role of occupational therapy in various practice settings.			
			Neither Agree Nor Disagree	Agree	Completely agree	Total
Program preparation to be articulate with the role of occupational therapy in practice settings	Not at all	Count % within Program preparation to be articulate with the role of occupational therapy in practice settings	0 .0%	0 .0%	1 100.0%	1 100.0%
	Moderate	Count % within Program preparation to be articulate with the role of occupational therapy in practice settings	1 11.1%	3 33.3%	5 55.6%	9 100.0%
	High	Count % within Program preparation to be articulate with the role of occupational therapy in practice settings	0 .0%	3 33.3%	6 66.7%	9 100.0%
Total		Count % within Program preparation to be articulate with the role of occupational therapy in practice settings	1 5.3%	6 31.6%	12 63.2%	19 100.0%



articulate about the role of occupational therapy in various practice settings.

Alumni comments and suggestions for improving the program:

The one comment that I have heard, a couple of times, and also happen to agree with is that the students just out of the OT program at FGCU do not have the true clinical skills needed to succeed in a clinical setting.

I felt this as well when I was a student. I struggled, which I thought was normal, then I heard feedback from supervisors who stated that they would rather have students from other universities, when given a choice, for this reason.

Don't get me wrong...I LOVE how community oriented, and "out of the box" forward thinking FGCU is. I wouldn't have it any other way. I enjoyed my education, I would not change it. However, most of us are/will be getting clinical jobs at some point in our careers, and I feel a bit more could be done in this area.

For example, I had a very hard time grasping the idea of FIM scores (which is what basically every site in the nation uses). It would be nice if this was stressed more, and almost drilled in. Also, (I don't know how this would be possible) to have hands on muscle tone labs. To see the difference in flacid, spastic, and so on.

Again, I want to stress that I enjoyed my education! For my professional interests, it was perfect.

However, not all students are non-traditional OT in their professional aspirations.

Thanks for your time.

Modalities certification !!!!!

I think the program should be an extra semester long. I feel like I could have gained more knowledge in the area of pediatrics and hands if the classes had been separate. I also feel like there should have been more focus on treatment strategies in the classes.

I believe that the FGCU OT program is well-rounded. The same reason that I love Occupational therapy is also the same reason that makes it challenging as a new grad, because there are many different areas of practice. As a new grad you have an adequate foundation to build further skills needed to practice as an OT. Overall, it may be helpful to take a series of NBCOT style practice exams after each semester break to better prepare for the End all Exam! (I believe other Universities use this approach, for example, Utica College of Syracuse University.

The program would benefit from more practical hands on experiences.

There was too much emphasis on theories and book work. Not enough practical work. When I got to my fieldwork I felt as though I knew nothing- my instructor felt the same. She asked why we hadn't been taught certain things and I didn't have an answer. The feeling of the faculty at the time was that all practical experience would be gained on fieldwork, but we were not properly prepared for it. Everything I am as an OT and everything I know as far as skills are concerned, were learned in my fieldworks and in the field. I realize I was in one of the earlier groups, but the program was unorganized and did not teach us what we needed to know to be therapists, other than anatomy and basically touching on everything. Also, many of the faculty were pediatric therapists and if you are not interested, you are even more unprepared because many of the examples were pediatric. On the upside, I got excellent support from two of my instructors, Karen Mock and Susan Lang who I enjoyed having as professors

and who I felt helped me through the program. The quality of the professors was good, I think the program needs to be more in touch with what is happening in the field now to better prepare students.

Offer more 'hands on' intervention. For example: what specific 'medically based' interventions to do for a stroke, shoulder injury, hand injury. They did a great job educating us regarding occupation based practice, it just would have helped to have some more of the 'basics'.

More tx ideas- Cota's spend more time with implementation than we do! Put theories into practice. Also, more modalities!

The OT program would benefit from more focus on identification of problems/difficulties and what you should do to treat it.

Problem solving and clinical reasoning were rated low 2* to the nature of skill development requirements. I believe experience in the natural practice setting builds these skills, and intrinsic motivation supports the continuance of skill building. I specifically recall professors stressing this point throughout my education.

After talking to many practicing OTs about the curriculum their school provided, I feel FGCU could have provided a little more stroke rehab information (tx, splinting, NDT, PNF), and therapeutic exercise information. These things were discussed, but it seems that other schools went a little more in depth. I frequently get, "You didn't learn this in school?" from other OTs especially in regard to PNF patterns and NDT.

I also feel that Gross anatomy and Neuro-Anatomy should have been taught by a professor skilled in these areas, not an Occupational Therapist. I have found through discussions with other PTs and OTs, that those classes were never taught by the therapy professors at other universities. I feel my education in these areas was not to par due to the lack of skilled knowledge the professor provided.

All and all, great program.

Continuing Education at FGCU

Are you interested in attending continuing education workshops at FGCU?

		Frequency	Percent
Valid	No	8	42.1
	Yes	11	57.9
	Total	19	100.0

Alumni are interested in the following Continuing Education topics:

Modalities

NDT, Modalities course

Anything health care related/OT related!

any area with pediatrics

Hand therapy

geriatric practice, hand therapy, shoulder rehab, NDT, Vertigo

Post-professional Degree Plans

Do you have plans for obtaining a post-professional degree?		Frequency	Percent
Valid	Yes	10	52.6
	No	2	10.5
	Undecided	4	21.1
	Total	16	84.2
Missing		3	15.8
Total		19	100.0